

Appendix F | Instructions for jury members

Dear <...>,

Thank you for agreeing to take part in the jury of the hackathon on AI in higher education next week. It promises to be an amazing event for all <...> participants.

I would like to share some practical information with you by presenting the assessment criteria. Nothing is set in stone. If you want to make changes based on your own expertise, feel free to do so. Above all, we should make sure things are fun and educational.

We think it is important to mention in advance that we see the hackathon as a learning journey, where the route you take is more important than the destination, and the outcome is secondary to the creative process and collaboration within the team.

Practical information

On Thursday 17 June and Friday 18 June, the participants will work on an AI solution for a case study in higher education. They will be supported by Jedis, who will help them with the technical aspects of implementation. On 18 June at 10:30 a.m., the teams will pitch their AI solution to the jury, which will highlight the background and a brief demonstration of the feature set. The jury will then deliberate and provide its response in the form of an 'assessment'.

This is shown diagrammatically as follows:

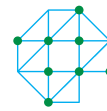
- 10:30 Team pitches
- 11:30 Jury deliberations
- 12:30 Assessment by jury
- 12:45 Award ceremony
- 13:00 Close of hackathon

As you can see, the programme is quite broad: it's possible that we will reduce the span of the hackathon in the run-up to the event. We will inform you about this at the relevant time.

Case study and assignment

The case study presented to the participants during the hackathon will be as follows:

*We know that students' motivation is influenced by the elements of **autonomy**, **social cohesion** and **competence**. Create an AI application that has a positive impact on one or more of these elements within your educational context.*

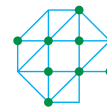


There is therefore plenty of scope here. We will be asking them to:

- Describe how they intend to use their AI application to influence one (or more) of the parameters.
- Taking ethical aspects and control into account:
 - o What do they do to avoid algorithmic bias?
 - o How has control been organised? How do they rate their application in the scale of six levels of automation in higher education?

They will then start working with the Jedis, based on the four steps we present in the video.

- Following the steps will help them to make the choices on which they – with the assistance of the Jedis – will present their proof of concept.
- During the pitches on Friday morning, the teams will present:
 1. The underlying idea: A reflection on the parameters that have swayed the teams, how that happened and why it makes sense.
 2. The ethical aspects and degree of control: A reflection on the 'ethical elegance' of the application and the degree of control it could potentially exert.
 3. A working proof of concept that demonstrates the intended feature set.
 4. An account of the steps (1 – 4) taken to arrive at this concept, and what choices were made.



Assessment

With the foregoing in mind, the pitches will be assessed against three criteria:

Educational value (30%)

- The participants provide a clear and convincing description of the parameter(s) that influence their application, and how this is done.

| Not true | Somewhat true | Very true |
|----------|---------------|-----------|
| | | |

- The application described offers clear educational value in the students' learning process.

| Not true | Somewhat true | Very true |
|----------|---------------|-----------|
| | | |

Ethical elegance and degree of control (30%)

- The participants provide a clear and convincing description of how they have taken ethical factors and algorithmic bias into account.

| Not true | Somewhat true | Very true |
|----------|---------------|-----------|
| | | |

- The relationship between the degree of control exercised by the application and the user of the application has been described and justified.

| Not true | Somewhat true | Very true |
|----------|---------------|-----------|
| | | |

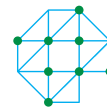
Technical strength and substantiation (30%)

- The proof of concept convincingly demonstrates the intended functionality of the application.

| Not true | Somewhat true | Very true |
|----------|---------------|-----------|
| | | |

- The steps taken have been clearly described and operationalised in a logical manner.

| Not true | Somewhat true | Very true |
|----------|---------------|-----------|
| | | |



Inspiration (10%)

- The idea presented by the team is inspiring, and makes us want to use AI-based applications in higher education.

| Not true | Somewhat true | Very true |
|----------|---------------|-----------|
| | | |

And finally

Please assess the pitches based on the above criteria and provide an explanation of your score. In addition, please provide some concise feedback per team. The team with the highest score will be selected as the winner. We will record the assessment for use in our communications.

From the above, it should be clear that we do not expect strict judging, but primarily want to engage with the participants about their journey and what they have learned. The group is fairly small in size, so this shouldn't be a problem. If the technical side is not everyone's area of expertise: Rob has the technical competencies to adequately assess the component relating to technical strength and substantiation.

I'm looking forward to it. Let me know if there's anything else I can do for you in the run-up to the hackathon.